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ABSTRACT

This guide presents innovative school psychological practices to help children with disabilities learn. Descriptions are provided on programs, practices, and particular cases, divided into four sections: 13 suggestions for helping students learn, 10 guidelines for helping teachers teach, 8 ideas for developing family-responsive schools, and 15 practices useful in disciplining students. It is suggested that psychologists can help students with disabilities learn through attention to such issues as motivation, attention, impulse control, and unique needs of each child. Psychologists can also help teachers to deal with behaviors in the classroom which block learning and to use practical interventions to improve learning and behavior. School psychologists can play an active role in supporting families to become partners to help their children learn. The role of psychologists in dealing with discipline issues includes reducing bullying of students with disabilities and reducing impulsive and disruptive behaviors of students with disabilities and their nondisabled peers. (SW)

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School Psychologists: Helping Special Education

The National Association of School Psychologists
4340 East West Highway
Suite 402
Bethesda, MD 20814
(301) 657-0270

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Helping *Students Learn*

Helping students learn involves more than academic instruction. It requires the incorporation of motivation, attention, impulse control, learning styles, developmental differences in socialization and the unique individual needs of each child with disabilities. School psychologists, through the use of observations and interviews with children, parents and teachers can help children use their skills and strengths to overcome impediments to learning. The following examples of are a few of the innovative, effective school psychological practices helping children with disabilities, their schools and families.

ARIZONA

School psychologist, Dr. Mary H. Arrendondo, NCSP, of Tempe, Arizona, is finding ways to the overcome the educational distance between the regular classroom and the special education resource room. Linking resources, programs, teachers, curricula and students is Arredondo's goal. She established Learning Interventions with Kids (LINK) three years ago in Tempe Unified School District. Her mostly minority-populated district have been involved in bridging the gap to needy children by including special education students in the regular classroom and instituting the role of LINK teacher in the district. Her intuitive program, which calls for collaboration among teachers, brings a "negotiator" to the classroom who works on behalf of the student, by encouraging, monitoring and assessing progress, assisting with study aids, and helping the student feel at ease in the classroom. LINK provides a system of networking and cohesion, opening opportunities for students with disabilities and their peers. Students who need extra help spend time in the LINK room, which is smaller and less distracting. LINK has customized the school approach to the classroom by training teachers and administrators in learning strategies, collaborating on team teaching, implementing academic and behavioral interventions, and learning effective communication.

"We teach teachers to take a different role so they can collaborate with other teachers, monitor students' progress and most of all put students in an environment that is less restrictive."
- Dr. Mary Arrendondo

Contact: Dr. Mary Arrendondo
School Psychologist
Tempe Unified School District
2083 E. Hermosa Drive Tempe,
AZ 85282-5906

CALIFORNIA

School safety and discipline are improved by several programs being implemented in California. For example, the Peacemakers Program in Los Angeles teaches all children, including those in special education to solve problems without fighting and disrupting learning. At the 75th Street School fighting incidents has decreased from around 15 a day to less than three per day. Serious fights are "very rare" since the schoolwide training coordinated by the school counselor and school psychologist. Peacemakers are awarded recognition for their actions in avoiding and stopping fights. Chronic problems in their school are addressed with more intensive intervention.

Contact: Evelyn W. Eccles
School Psychologist
(213) 752-0193

In San Bernardino County, a kindergarten child with severe acting-out behavior was able to avoid further suspensions because of a single carefully thought out plan with many separate components. These included: 30 minutes of resource group time in the classroom, 30 minutes of tutoring assistance by an aide, pullout speech/language support, close to an hour of peer tutoring by two older students and behavior consultation between the teacher and the school psychologist. The teacher was extremely positive, appreciating both the amount and creativity of the provided support. The child

has remained in school on a consistent basis since the plan went into effect and his behavior has improved markedly.

In Orange County, several students in a high school remedial reading class, which met directly following lunch, entered their classroom chronically late, with ostentatious behavior, shoe-shuffles, laughter, and applause. The school psychologist encouraged the teacher to announce to the class there would be a quick and fun reading test which was available on each student's desk as he or she entered the room. Students who entered late were to take a seat at the table in the back of the room and quietly read magazines. On the first day, the students who normally came to class on time began working on the speed reading test when the bell rang. When the usually late students entered with their usual flourish no one paid attention to them. At the end of the first week, the teacher reported that students were running to get to the class on time.

In Fresno County, a third grade student refused to do her assignments, even when sitting next to the teacher. The intervention was to have an extra "No Work Desk" added to the classroom and to label all other desks "Work Station." The student who was not working was given the choice to work at her own "work station" or to sit at the "No Work Desk," without paper, pencils, books or other materials. For one and a half days, the student chose to sit at the "No Work Desk" but then chose to sit at her "Work Station" and work productively. There was not a problem thereafter of her not doing her assignments. This solution made it clear to the student that her responsibility was to complete her work or acknowledge that she was not going to the "No Work Desk". To maintain her social status she worked and was rewarded with group approval and a sense of personal accomplishment.

Contact: Chris Otis
California Association of
School Psychologists
(916) 444-1595

CONNECTICUT

School psychological services have a major impact on insuring a complete education for all students at Bethany Community School in Bethany, CT. The school psychologist has implemented a program where he has gone into every third grade classroom in the school to provide social skills training to both regular and special education students. This training supports inclusion with conflict resolution techniques, problem solving skills, and peer mediation lesson. At this same school there has been frequent and consistent collaboration between regular education faculty and the school psychologist to plan behavior management strategies. Behavioral interventions have been developed to help individual students, whole classrooms, and entire grade levels, improve discipline and attention. Behavior management consultation services have even been provided to a local nursery school in order to get a four year old child with behavioral difficulties a head start on the path to school readiness. The school psychologist also played a major part in helping special education staff to develop a learning project for special education students that focused on all competencies measured with the Connecticut Mastery Test. This project integrated all parts of the students curriculum in a novel and energizing fashion. It also fostered close collaboration among staff members which had the benefit of improving schoolwide morale.

Contact: Christopher Brown
School Psychologist
Bethany Community School
(203) 393-3350

In one case in Mill Ridge Primary School this year, a child has been able to be mainstreamed into a regular kindergarten program from a special education program as a result of the school psychologist's direct social skill interventions with the child, collaboration with his teachers and conferences with his parents.

Contact: Joan Rogers
School Psychologist
Mill Ridge Primary School
Danbury Board of Education
(203) 797-4781

ILLINOIS

The idea for a Post Hospital Support Group began one afternoon at Downers Grove North High. A concerned teacher brought a 15 year old girl by the name of Linda to the attention of the school psychologist. Linda had slashes on her arm as a result of a suicide attempt the night before. Linda was eventually hospitalized, received multiple treatments, and finally returned to North High. To reduce her emotionally related learning problems she was provided with the in-school counseling in coordination with her community therapist and family. She was the first of several students to attempt suicide. Linda met with two other youths, also hospitalized for suicide attempts in a support group. The next year the group started with four active members, then six, now fourteen. All of the students have been hospitalized, most for suicide attempts. Several of these youths have now overcome their adolescent depression and are on their way to graduation.

Contact: James Lund
School Psychologist, NCSP
(708) 852-0400

The school psychologist in a therapeutic day school program provides individual and group counseling for students with severe behavioral and emotional disabilities. They are currently arranging for the students' full time return to their local high school in all mainstream classes.

John is one example. For the past year, John has been attending half the day in his local school district and half the day with us and has been managing very well. When he returns to his high school full time in the fall, he will continue to receive related services (counseling). When John arrived in our program two years ago, he suffered from incapacitating anxiety, depression and suicidal thoughts. He was unable to attend school and missed over a month of classes. During his first week in our program, he cut his wrist with a pair of scissors at school. A phone call to his father that day not only kept John out of the hospital, but also began a close working relationship with his parents. Through the use of therapeutic support services and classroom management techniques John overcame his pervasive anxiety, established more normalized relationships with staff and peers and reduced his depression so he was able to function fully in school. He used to miss at least one day a week and now he is rarely absent. He is earning almost all A's, got his driver's license and plans to the take a college entrance test in a few weeks. His success is directly related to effective services.

Contact: Linda Mihel
School Psychologist
Northern Suburban SED
(708) 831-5100

In my capacity as the school psychologist for a junior high special education class, a teacher expressed concern about her students' socialization and problem-solving abilities. We agreed that I would lead a social skills problem-solving group on a short term basis. One of the students proudly shared an encoun-

ter during which he utilized one of the group's problem-solving strategies. His success was reflected in his comments, "I tried it and, wow, it worked!" He learned and generalized an important skill to a real life situation.

Contact: Kathleen D. Jones
School Psychologist
Northern Suburban Special Education District
(708) 831-5100

Project WRAP is a comprehensive system of education and support for children with serious emotional disturbance in the LaGrange Area Department of Special Education (LADSE). With the involvement of school psychologists, school social workers, special education teachers, special education consultants, paraprofessionals, interns, parents, and counselors, Project WRAP coordinates existing special education, mental health, child welfare, and social service programs/agencies. LADSE's WRAP model seeks to develop a comprehensive, interagency service delivery system. This leads to a reallocation of funds to support individualized care approaches and wrap-around models; the development of school-based services to strengthen schools' ability to effectively support and educate students with SED; the development of intensive in-home support services for families through local mental health centers in the LASDE community; the development of therapeutic foster homes and crisis stabilization homes in the LASDE community; and the development of parent advocacy and parent support networks.

Contact: Lucille Eber, EdD
LaGrange Area Department of Special Education
(708) 354-5730

IOWA

In Fort Dodge, Iowa, a school psychologist serving a middle school has been involved with many students who have exhibited behavior problems leading to the need for the identification of behavior disorders and the provision of special education services. The school psychologist has various interventions, including assessment and referral to physicians for attention deficit hyperactivity disorders. This often requires extensive effort on the part of the school psychologist in dealing with factors such as parental reluctance and poor follow-through, the scheduling of appointments, financial arrangements outside the school setting, and impatience on the part of school personnel who must continue dealing with the student's disruptive behavior on a regular basis. Results have varied from a dramatic improvement in student behavior, once appropriate medication is provided, so that no special education services were needed, to minimal general or special education services targeting problems such as learning disability or poor organization, to more extensive programming when undesirable behavior has continued.

Contact: Allen Hulme, NCSP
School Psychologist,
Arrowhead Area Education Agency (515) 574-5413
Gary Reiners, Principal
(515) 574-5712

In Dickinson County, Iowa, a fourth grade girl has become afraid to sleep in her own room at night, resulting in poor class participation and absence. She initially became frightened because of a series of bad experiences with bats in her bedroom. Both she and her parents were

exasperated, but she was truly terrified that somehow the bats would return while she was asleep. Attempts by the elementary guidance counselor were unsuccessful. After four months of difficulty, her self confidence has fallen to a point that she was also beginning to have serious problems at school. The school psychologist was contacted and a behavior modification plan was developed. At the end of six weekly contacts with the girl as well as parent consultations, the girl was able sleep in her room for the entire night. Follow-up at three months found no return of the earlier problem behaviors at school or at home.

Contact: Joe Ulman, MS, NCSP
Lakeland Area Education
Agency (712)-336-1331

A nine year old autistic boy with severely impaired communication skills was considered impossible to toilet train and therefore, required extra support from a teacher's aide. A school psychologist in Fort Dodge, Iowa, developed a program and assisted the staff in training. Within two months the child had dry pants 100% of the time at school and was toileting only in the restroom. The school psychologist helped parents in use and follow through of the program. Toilet training at home occurred within 30 days and, except in times of acute illness, has been maintained for two years.

Contact: Donald O. Messmer, EdS
Arrowhead Area Education
Agency (515) 574-5485

In Mason City, Iowa, a school psychologist worked with the principal and eight teachers to better measure progress of 179 students in a multi-grade program using an alternative assessment strategy. While traditional classrooms assign students all at the same grade level, multi-grade classrooms consist of students across two or three grade levels. Using curriculum-based measurement techniques, samples in reading, math, and written language were taken in the fall and spring.

The results were evaluated on three levels - the systems level, curriculum level, and individual student level. Statistical tests were run, comparing student achievement in traditional classrooms to students in the new model. Developmental trends were identified which will effect the class assignments for next year. Comparisons to previous norms were made to study the impact of curriculum changes. The results defined problems for students at risk for educational failure in the first grade. Plans are being made to supplement their program. In math and written language, strong gains were found. This pre-post measurement was a new and efficient way to test the effectiveness of the changes and can be used by teachers and administrators in lieu of expensive standardized testing.

On the individual basis, the data was used to identify students who were at risk, monitor their progress, and institute prereferral interventions. The data is being used to help decide objectives for students currently served under IDEA. Also, student achievement on this is used by building staff to determine when inclusion is appropriate. The unexpected benefit of this project had been informal staff development activities which have grown up as a result. The teachers are anxious to start doing their own progress monitoring. The teachers and school psychologist are meeting periodically to discuss curriculum-based measurement and effective interventions.

Contact: Joan B. Hodapp
School Psychologist
Northern Trails Area
Agency (515) 423-2857
Vern Bottorff, Principal
Harding Elementary School
(515) 421-4406

In Adel, Iowa, a school psychologist serving the elementary school was asked to assist with a second grade student who had wetting problems in school as the result of anxiety. This was a very bright student who was doing well academically. However, the wetting problems were causing significant social problems, and some within the school to questioning the need for special education services. Other students were isolating him, the teacher was very distressed over the wetting, and the combination of these problems was causing the student to make many negative statements about his ability and to describe many anxious feelings about coming to school.

The school psychologist visited with school and family members, observed him extensively in multiple settings at school and reviewed all available information in the student's file. Through careful analysis of the problem the school psychologists designed a program for the student where scheduled intake of fluids were monitored and specific bathroom breaks were taken. At the same time, enjoyable activities were provided for periods of no wetting and were removed when wetting occurred. This plan was designed both for home and school. Over the course of approximately four months, the student made steady improvement toward the goal of not wetting. The teacher noted an increase in participation in activities with peers. The data from the school psychologist's interviews shows that negative statements and reported anxiety regarding school were virtually gone. Both parent and teacher were no longer feeling a need for special education services because of the success of the program within the regular classroom.

Contact: Randy Allison, Supervisor
School Psychological Services
Heartland Area Education
Agency (515) 270-9030
Greg Robinson, Principal
Jensen Elementary School
(515) 253-2305

A school psychologist in Cedar Rapids, Iowa facilitates a weekly after school group for students who have leaning disabilities and attention deficit. The students establish long and short term goals to help them focus, perform well and be self-motivated. They learn study skills with materials supplied by the school psychologist and from each other. They work as a problem solving and support group. Students and parents have noted improved grades and attitudes.

Contact: Andreya Schneider
School Psychologist
Grant Wood Area Education
Agency (319) 399-6502

Stephanie is a kindergartner who was referred to the school psychologist for behavior problems in the classroom. She has already been referred to a psychiatrist at the mental health center where she was prescribed Ritalin for attention deficit disorder with hyperactivity. To further improve behavior in the classroom, the following behavioral intervention was implemented: Stephanie could earn up to five smiley faces per day for appropriate behavior, ie., sitting in her chair, not blurting out, etc. If she got three to five smiles, she could go to the resource room where she was given a puzzle piece to build a banana split. When she had all of the pieces earned, she was taken to the dairy Queen for a real banana split. Needless to say, Stephanie's classroom behavior has improved.

Contact: Kathy Lynch, EdS
Arrowhead Area Education
Agency (515) 574-5484
Becky Ross
Resource Room Teacher
(515) 574-5740

In Eagle Grove, Iowa, a school psychologist collaborated with the school social worker and guidance counselor to plan and carry out a 10-week support group for 15 middle school-age students who have attention deficit disorder. The students learnt strategies about how to stay on task and concentrate on assigned work more effectively. They also learned how this disorder "impacts" their life socially with other students, parents, and teachers. They response forms completed by the students and parents have been very positive since the students now feel more comfortable knowing how to cope and adapt to having this disorder.

Contact: Dennis Federsen
School Psychologist
Arrowhead Area Education
Agency (515) 574-5429
Beth Stephas, Counselor
(515) 448-4767

The teaching of organizational skills is generally left to middle school and high school teachers or to chance. A school psychologist serving an elementary school in Fort Doge, Iowa, developed a program for three first-grade classes to improve the children's organizational skills. Children were rewarded for maintaining a neat desk by an ethereal and never-seen Desk Fairy. "Neat desks" increased from 5% to 80% and teachers reported far fewer lost papers and speedier transition from one subject area to another as the children were able to more quickly locate their books and other materials.

Contact: Donald O. Messmer, EdS
Arrowhead Area Education
Agency (515) 574-5485
Sandy Wilke, Parent
(515) 955-6060

In Fort Dodge, Iowa, a school psychologist, in coordination with a multidisciplinary team including a speech pathologist, early childhood home intervention teacher, and parents, use Arena Assessment to evaluate developmental delays in children aged 0 to 5. Arena assessment provides information concerning the child's skills in cognitive, communication and language, sensorimotor, and social-emotional development. It also addresses the child's learning style, temperament characteristics, mastery motivation, and interaction patterns. The evaluation is done in the home to elicit exploratory, manipulative, and problem-solving behavior in the child's natural environment. All team members observe the child at the same time and then discuss how the deficits observed may be interrelated. Parents both observe and participate in the entire process. The data collected are used to develop a program for the child that will foster learning and social development.

Contact: Jody Sunde
School Psychologist
Arrowhead Area Education
Agency (512) 574-5432
Chrys Vleky
Home Intervention Teacher,
(515) 574-5465

The Truman Elementary School Parent Tutoring Project in Cedar Rapids identifies students with below average reading skills through Curriculum Based Measurement. This is a quick and easy way to monitor a student's progress in the classroom by using the same materials to test all students. All students in the second through fifth grade were tested and 48 regular education and special education students were identified as performing below average in reading skills. The parents of these students were invited to a training to address this problem and 100% participated. They were given books to use with their children at home and the students were asked to bring the books back when they were finished and be tested randomly out of the book. Most parents worked four or five nights with their children and many expressed enjoying the one-on-one time with each other. Many of the

classroom teachers noticed a considerable improvement in these student's reading ability.

"It's fun to read with mom and dad." - Student participating in School Parent Tutoring Project.

Contact: Shirley Pike
School Psychologist
Grant Wood AEA
(515) 399-6490
Connie Tesar, Principal, Grant Wood AEA (515) 398-2375

KANSAS

In seven school districts of Emporia, Kansas, school psychologists, school counselors, and behavior disorders teachers worked together to establish the Flint Hills Special Education Cooperative. The school psychologists are directed to provide social skills training to students identified as behaviorally disordered. Aggression Replacement Training materials were used along with group therapy techniques. A counselor is now used as a co-therapist. There is coordination with the local mental health center. Referrals for the program come from teachers, counselors, parents, or administrators. Students need verbal agreement from their family to participate. This allows related service professionals dealing with students with behavior problems to provide more effective services by combining instruction with hands-on experience and parental support.

Contact: Gay Younkin
School Psychologist
(316) 341-2325

School psychologists in Olathe, Kansas coordinate research on effective instruction for children with severe and complex disabilities. Parent training is provided as a related service for parents in early childhood programs on special education topics such as attention and behavior management. Teacher training on effective classroom management techniques is provided, thereby increasing instructional time.

Contact: Richard V. Schowergerdt
School Psychologist
(914) 780-7024

MASSACHUSETTS

The public school system in Weston, Massachusetts, a suburb of with a population of 11,000 is committed to community values and excellent programs for all children. For more than a decade the school system has been philosophically supportive of including children with significant needs at the elementary school level. A teacher with training in severe special needs was hired to teach in an inclusive classroom and the students were supported by tutors with special education certification.

In January, 1995, the school system submitted to the School Committee a qualitative analysis of the inclusion program. In addition parents were given the opportunity to participate in open forums about inclusion. Children in these classrooms were given the opportunity to discuss their experiences. Among the children in these integrated classrooms, the school system found that they developed caring and empathy. "Billy is eight years old, can't talk, but we need to find a way for him to say 'I do.' How else is he going to be able to get married?" Children also recognized their peers with special education needs as more alike than different. A second grader corrected his teacher's use of the word "problem," "Just because Suzanne can't walk or talk doesn't mean she has a problem."

A cost analysis of the elementary school inclusion program showed that direct related

services totaled about $265,000, while the projected cost of maintaining those same students in out-of-district placements would have been about $460,000.

The positive effects for children with special needs were identified as social gains, appropriate modeling of behavior, higher expectations, higher self-esteem, increased confidence and increased motivation to work harder. Children without special needs were found to have become more accepting of difference, developed compassion, and also received additional social and academic assistance from the inclusion tutors in their classrooms. The elementary inclusion program is bolstered by the support services teams at each elementary school, which includes school psychologists. On a weekly basis, these teams address the academic and social issues of special needs students.

Contact: Samuel E. Toto
Weston Public Schools
(617) 898-0620

MINNESOTA

All of the school psychologists in Stillwater, Minnesota provide direct mental health services to a wide range of educationally disabled students. This includes: team teaching with a senior high school special education teacher to train mildly retarded adolescents regarding interpersonal relationships, victimization in the community and the workplace, and intimacy; aggression replacement training with groups of acting out emotional and behavioral disordered students; social skill training in small groups to decrease anti-social behaviors and increase positive relationships with mentally retarded, learning disabled and emotional and behavioral disordered students; managing the crisis room by training educational assistants in verbal deescalation and physical restraint, and helping students increase responsible behavior.

Contact: Paula Laidig
School Psychologist
(612) 351-8716

NEW HAMPSHIRE

In Somersworth, New Hampshire a school psychologist organized an after-school homework assistance program in the community's low-income housing complex. As a partnership of the School District, the neighborhood council, and the housing authority, the program has provided more than 7,000 hours of student contact time over the past three years. In the evenings the district's two school psychologists conduct well-attended parent education and support groups. In 1993, the program was awarded the Golden Circle Award by the Department of Education and Governor Stephen Merill's office.

Contact: Dr. Chuck Ott
School Psychologist
(603) 692-4450

OHIO

At the age of four, Donald was diagnosed with Duchenne's Muscular Dystrophy. Duchenne's is a genetic disease which slowly destroys all the muscle tissue resulting in a life expectancy of twenty to twenty five years. Don is seventeen. He uses a power driven wheelchair for mobility, is ventilator dependent for seventeen hours per day, receives his nutrition via gastronomy tube and requires

twenty four hour skilled care. Don lives independently among his peers in a dormitory at Ohio State University. He is fulfilling his goal of studying atmospheric science to become a meteorologist.

During his primary and secondary school years Don was always included in the regular education setting and received a variety of related services. The most significant and effective being psychological services provided by the school psychologist. Due to the nature of his disease, Don and his family experienced major physical and emotional adjustments in their everyday life. The school psychologist was instrumental in helping them cope as a family unit. He was also the key player in maintaining a positive attitude in the school setting. He supported Don in many ways, through brief counseling sessions, peer interactions, and building self-esteem and assertiveness. The school psychologist was also very supportive to staff in helping them to deal with the daily challenges to having Don in their class. No matter how intense the situation, he was able to help everyone benefit from Don's presence in their life. Due to related services, Don was given the opportunity to develop physically, educationally and most importantly emotionally in order to become a contributing member of mainstream America.

Contact: Valerie Rudar, Parent
1341 Jackie Lane
Mayfield Heights, OH 44124
Cathy Telzrow
School Psychologist
Cuyahoga Special Education
Center (216) 587-5960

The Warren County Collaborative Problem Solving Project involves school psychologists, principals, regular and special education teachers, school nurses, school counselors, and regular and special education supervisors to increase the amount of successful collaborative problem solving which occurs in regard to student concerns. Each participating district targeted one building, where a team of five to seven staff members were trained in collaborative problem solving. During the first phase, each team participated in a two-day training session to improve small group problem solving skills. During phase two, each team participated in a half day session for introduction of the program. During phase three, each team was given an opportunity to identify an activity, such as training an entire building staff or an on-site problem solving meeting led by a trainer. During phase four, building level teams identified the types of support they might need the following year to enhance efforts to improve services to at-risk learners. The program differs from training of intervention assistance teams in two ways; an entire team is trained and the team is trained in problem solving skills.

Contact: Ohio School Psychologists
Association
750 Brooksedge Blvd
Suite 108
Watersville, OH 43081

In Oak Hills Local Schools, Ohio, school psychologist and speech/language pathologist. help students with social relationship problems, such as difficulty making and keeping friends, knowing how to ask to be included in group activities, and expressing feelings.
Through a social skills program students learn about feelings, ways to express feelings, and body language. Role playing is used to practice approaching a group of peers, asking for inclusion into games, and reacting to rejection. Activities are designed to help students build self-esteem and recognize their own strengths. The outcomes were improved social relationships and students gained a better understanding of feelings. They learned to deal with rejection and negative comments from peers. They also learned to be better communicators through good eye contact, improved listening, tone of voice, and turn taking.

Contact: Ohio School Psychologists Association
750 Brooksedge Blvd.
Suite 108
Watersville, OH 43081

School Skills Group For At-Risk First Graders in Southwest Local Schools, Ohio, uses a school psychologist, speech/language pathologist, and classroom teacher. Five students were identified as needing improved skills; four had already been identified as having speech/language disabilities. The goal was to teach basic skills that many students acquire naturally. Five, forty-minute sessions were held. One skill was highlighted each week through instruction, modeling, discussion, role playing, and finally practice of the skill using materials from the classroom curriculum. Reinforcement was earned by the students during each session based on how well they participated and practiced the skills they were taught. The program improved their ability to listen attentively, follow directions, ask for help when needed, participate in group discussion, and complete work in a timely fashion. Three students demonstrated gains in skills through improved classroom performance. Two students were found to have more serious academic deficits that probably inhibited their progress.

Contact: Ohio School Psychologists Association
750 Brooksedge Blvd.
Suite 108
Watersville, OH 43081

Newcomer's Group in Oak Hills Local Schools, Ohio, involves a speech/language pathologist, school nurse, and school psychologist to help students new to the district. This pilot program established a "buddy system" lasting three to four weeks to help a new student feel more comfortable. All new students come together four times after school to discuss how the transition process is going. A booklet has been developed that describes all school-related activities. The booklet indicates the grade level of the activity and provides a brief description of the activity. The booklet is given to all first graders and new students entering the school district.

Contact: Ohio School Psychologists Association
750 Brooksedge Blvd.
Suite 108
Watersville, OH 43081

The Kindergarten Intervention Program in Morrow County Schools, OH, uses a school psychologist, school counselor, special education supervisor, speech/language pathologist, gifted and talented coordinator, and parents to serve the needs of kindergarten students who are at high risk for retention and/or special education referral. Kindergarten children who score more than one standard deviation below the norm on the Kindergarten Diagnostic Inventory are referred for the program. Teachers can also refer children for the program. Learning strengths and weaknesses of referred students are identified. This information is used in planning individual and small group sessions of about 20 minutes twice a week for each child. Auditory, visual, and kinesthetic modalities are used in activities that teach basic concepts including, letter and number recognition, sequencing, and listening skills. The program is conducted in the student's school. Parent volunteers deliver services. Volunteers receive four to six hours of training by the school psychologist, who also provides ongoing supervision. This program has significantly reduced the number of retentions and special education placements.

Contract: Ohio School Psychologists Association
750 Brooksedge Blvd.
Suite 108
Watersville, OH 43081

The Kindergarten Screening Program in Columbus Public Schools, Ohio, involves kindergarten teachers, school nurses, speech/language pathologists, school psychologists, private physicians and dentists, health clinic personnel, Children's Hospital staff, and Lions Club members. Kindergarten students are screened early in the school year (by November 1) for physical and developmental problems. Targeted areas include development, speech/language, hearing, vision, dental, and growth. When problems are identified, referrals are made to the appropriate resource (internal or external) for intervention. This results in early identification of problems that might interfere with learning and referral to proper sources for intervention.

Contact: Ohio Association of
School Nurses
P.O.Box 162
Worthington, OH 43085

OREGON

First Steps is a prosocial school screening and collaborative (home and school) intervention program for at-risk kindergartners. The purpose of this program is to prevent or divert at-risk children from a path leading to antisocial behavior in subsequent school years. A total of thirty kindergarten classes and teachers, out of a pool of 40, agreed to participate in the study. Those children rated high on Adaptive and Maladaptive rating scales were observed in classroom and playground settings. Twenty-five kindergartners who met at-risk criteria were invited to participate. Intervention involved both in-class behavioral programming and parent involvement. The classroom component took approximately 20 school days for implementation. The program provided a set of procedures, for modifying the classroom behavior of primary grade acting-out children. Acting-out children are those children who defy classroom rules,structures, and procedures, and who display high rates of such behaviors as non compliance to teacher instructions and direction, inappropriate peer interactions, verbal and physical aggression, and the destruction of property. The program uses a red and green card to prompt appropriate behavior and is paired with class and individual rewards for meeting criteria. The parent component, Home Base, is a brief child focused program designed to teach parents strategies for helping children practice skills related to school adjustment. Results indicate that First Steps is an effective intervention for young children at-risk for the development of severe behavior problems.

Contact: Bruce Stiller, PhD
Annemieke Golly, PhD
47th School District
Eugene (503) 687-3571

School Psychologists in Beverton, Oregon, teach social skills to entire classrooms, not just identified "problem student." This ensures that there are positive models in the group. In addition the learning of social skills is enhanced since the training takes place in a classroom-setting where the appropriate behavior is expected to occur. Regular classroom teachers who observe the lesson, learn the vocabulary and strategies for dealing with the students.

Contact: Phil Bowser
School Psychologist
(503) 440-4038

PENNSYLVANIA

Benchmark is a small private school located in Media, Pennsylvania, for children with average and above average intelligence who have reading difficulties. A typical Benchmark student is being instructed in reading one and two years below their actual grade level. Classes are structured and supportive, with two to three teachers providing a great deal of individual attention to twelve or thirteen students. A support service department (which includes school psychologists, two social workers and two school counselors) provide small and large group and family meetings. In addition, the support service staff provide weekly consultation meetings with the entire Benchmark and teach a weekly effective curriculum to every class. For example, some of the issues discussed in these class meetings the students' learning styles, alcohol and drug awareness education, and improving social and problem solving skills. Benchmark teachers emphasize strategy instruction ie., educating students to learn "how to learn." Helping a child become a better self-advocate, so they take their strategies to their next school setting, is enormously helpful to all students. Schools have praised these students for their ability to ask for help when they need it and for their use of variety of strategies which enhance their day to day learning. Nothing is more rewarding than hearing students begin the talk about reading and learning in a positive manner for the first time; or the frequency with which students return to visit sharing their successes with our present students.

Contact: Leslie Skinner-Hughes, NCSP
School Psychologist
(215) 204-6090

In Pennsylvania, a multi-organization School Psychology Steering Committee has been formed to promulgate an understanding of the many critical contributions that may be made to the operation of effective schools made by school psychologists. One school psychologist assist a number of school districts in the south-central part of the Commonwealth with the implementation of Instructional Support Team, and provides direct training in assessment and intervention strategies. Another school psychologist in Chester County provides consultation and training to school districts in social skills training and other behavioral interventions that help schools to provide safe environments for learning. Working in the northwest part of the state, a school psychologist provides training to parents so that they can assist their children with homework. In northeast Pennsylvania, the school psychologist works with students with severe emotional disturbances and their families in a family counseling format. These interventions facilitate coherent home-school partnerships that increase the ability of the schools to include these children in regular education environments. School psychologists in Pennsylvania are working a myriad of ways to help schools meet their goals in areas such as student assessment, school discipline, crisis intervention, effective teaching strategies, parent involvement, inclusion, inter-agency coordination, and the coordination of effective mental health services.

Contact: Joseph Kovaleski, EdD, NCSP
School Psychologist
(717) 560-5376

UTAH

An intern school psychologist in the Salt Lake City District, conducted a six week luncheon with eight "at-risk" sixth graders entitled "How to Succeed in Junior High." The students were involved and selected by their teachers for

participation because of such problems as learning disabilities, English as a Second Language issues, motivational problems, and academic under-achievement. Some of the topics discussed in the seminar included time management, study skills, and project-assignment organization. The students also had the opportunity to attend a class with a junior high peer mentor. Anticipated problems in transition were reduced significantly.

Contact: Denise Colton
School Psychologist
(801) 578-8211

In Salt Lake City, the literacy project enables parents to become partners in helping their children develop listening, language and literacy skills. The teachers and school psychologist interview the parents of pre-school kindergarten and first grade children who are having learning problems. The problems are identified and parents are given books, folders, reading logs along with training to do "shared reading" with their children. Five training sessions are provided weekly and progress is measured. Strategies are modeled by the school psychologist, teachers and parent participants. The program has been successful in improving attention, listening and reading. It is being expanded to 3rd and 5th grade groups of children with disabilities in reading.

Contact: Dr. Anne Taverne
School Psychologist
(801) 578-8203

Helping *Teachers Teach*

Teaching children with disabilities requires a complex set of skills in learning, behavior, curriculum and related pedagogy. These children frequently have complex problems which challenge the best of teachers. Specialized systematic instructional interventions need to be planned, tried and evaluated. Children's progress must be monitored and recorded so that progress can be documented. Accommodations must be combined with challenging, stimulating curricula to help children with disabilities become the best that they can be. Special education teachers and regular education teachers indicate that they cannot accomplish this alone. School psychologists help in this process. They find strategies to help teachers deal with behaviors in the classroom which block learning and school psychologists, working as partners, help teachers use practical, reality-based interventions to improve learning and behavior. Here are some examples of school psychologists helping teachers teach.

ILLINOIS

In Woodridge, Illinois, school psychologists provide on-going consultation services to teachers and teacher assistants who are working with students who have significant disabilities and are receiving their education in the regular classroom setting. The school psychologists provide the resources in the areas of learning strategies and behavior management to help teachers increase their effectiveness in providing an appropriate educational plan for disabled students.

Contact: Judy Davids
School Psychologist
(708) 969-9417

A school psychologist serving Du Page County, Illinois, coordinates a variety of psychological services as part of an Intervention Strategies Team (consisting of the school psychologist, 2 special education teachers and a speech therapist). The team provides staff development and technical assistance to both regular and special education staff as they develop programs and strategies allowing students to be educated within the least restrictive environment. Services provided are related to specific issues and students needs. For example, the school psychologist regularly meets with teachers to develop behavior management plans for individual students and provides follow up on consultation services to monitor and modify the program to meet students needs. In addition, the school psychologist provides in-service training to teachers on functional assessment of behavior to provide teachers with tools to use in the classroom.

Contact: Lisa York
School Psychologist
(708) 682-2255

IOWA

School psychologists help teachers make the Individualized Education Plan a living document for measuring progress.

Special education reform in Iowa makes the child's IEP the primary focus of evaluation for school psychologists. They no longer use tests for giving children labels for special education. School psychologists are now spending a higher percentage of their time helping teachers remove the barriers to learning. Evaluations are centered on finding ways to remove academic and behavior problems. Assessments are connected to teaching and learning, measuring progress. Parents can make informed decisions about their child's IEP.

In several Spencer and Okoboji, Iowa elementary schools, a school psychologist did a brief 10 minute training and gave "how to" information to over 20 teachers on ways to improve school-to-home communication and work together with parents to improve children's behavior in school. A follow up study indicated that over three-fourths of the teachers receiving the information had already used it with one or more students. Of the teachers who had used the materials, 100% reported modest, good, or strong improvement. Children with "good improvement" were being rated by the majority. When asked whether the techniques would be useful to disseminate to other teachers, 100% said they would be of some use, pretty useful, or very useful, with 90% rating the techniques as pretty useful or very useful. This training was specifically designed by school psychologists to demonstrate the usefulness of "low-cost-high value" methods of training teachers to develop skills to help children and families.

Contact: Jim Quinn
Lakeland Area Education
Agency (712) 262-4704

A school psychologist in Sac County, Iowa, recently conducted an inservice training with teachers at an elementary school. In methods of managing and controlling classroom behaviors, especially with special education students. Feedback from the teachers about the quality of the inservice was unanimously positive.

The following week, a case was brought to the attention of the school psychologist concerning a young girl in the 2nd grade who had developed vocal nodules as a result of frequent and intense episodes of screaming. Her mother consulted with her classroom teacher as to what to do. The teacher suggested trying the same intervention techniques but taught by the school psychologist during the inservice. Once the techniques were taught, refined and tried, the screaming stopped. Positive results were seen within a few days.

Contact: Bernie Dheere
School Psychologist
(712) 662-4339

MAINE

In Bangor, Maine, a school psychologist has been working with both learning disabled and behaviorally impaired youngsters in grades 4-8 in a social skills training program whose goal is to teach appropriate social skills to use both in the school and the community environments. The program has been ongoing for fifteen years and has been developed to provide students with instruction in appropriate social skills and modeling of the behavior through various role playing activities. Regular and special education teachers participate in both the instruction and the role playing activities. Students have reported in grades 6-8 that the skills they learned in grades 4 and 5 helped them make better behavioral choices on the playground, at home, and in community based activities because they stopped to think about the consequences of particular behaviors before they acted. The school psychologist recently met one of his former students who had participated in the program during grades 4-6. He remarked that he never thought he would use any of the skills that he was taught as a 4th grader, especially when he was participating in the groups, but he sees himself using his learning every day in his work and family life. The young man is a 1993 graduate of Bangor High School, holds down a good job, is married and has a newborn son.

Contact: Mark Roth, NCSP
School Psychologist
(207) 941-6230

MINNESOTA

The goal of the United Way of Minneapolis Area Learning Readiness Initiative has been to help children and youth be ready for learning every day by improving the accessibility and coordination of human services programs needed by many children and their families, and linking the programs directly with the schools. Goals have included: improving school success, reducing time school personnel spend addressing students' nonacademic needs; improving and sustaining collaboration between schools and human services; and improving the accessibility and ease of use of existing services for children. Eleven two year projects, serve over 2,000 children prekindergarten through age fourteen, and their families.

Together for Children is a collaboration that focuses on the needs of Emotional Behavior Disordered students. The project allows Anoka

County Community members, parents and teachers of both regular and special education students, school psychologists, school social workers, and other stakeholders to work together to determine how they can best educate all students in the school district, especially those with challenging behaviors so they can be effective and productive members of the community.

Contact: Sally Baas, MSE, NCSP
School Psychologist
Anoka-Hennepin School
District #11 (613) 4322-5877

MISSISSIPPI

An elementary school in Petal, Mississippi, like many other schools around the country, was faced with the dilemma of instituting the process of full inclusion into their school system last year. Instead of "waiting to see" what would happen once the children were in the classrooms, the special education director decided to be proactive regarding the issue, and sought out the help of school psychologists. The kindergarten teacher who would have four "special" students full-time in her classroom, her assistant, and the special education teacher were particularly concerned with a Chris, a six year old male, diagnosed as developmentally delayed with speech problems, who complied with few commands, making instruction almost impossible, and contributing to high levels of teacher frustration. Additional concerns were isolated play, frequent bathroom accidents and teasing of the other children. More cooperation, self control and basic social skills were desired.

This team of teachers were given an inservice in "compliance training" from the University of Southern Mississippi school psychology students. After observing several sessions with the psychologists working with Chris, the teachers were then transitioned into the role of the primary service providers. At this point, the role of the school psychologist became one of consultant. Compliance rates for this student increased from 45% to 95% compliance within two weeks of training. Because this was an inclusion classroom, the intervention was instituted in the entire classroom and classroom compliance rates increased to 100% within the same time-frame. At follow-up sessions, compliance rates remained high at 95% (one month) and 97% (two months).

More instructional time was reported to be available with Chris which resulted in academic improvement. The teachers also began to observe more socialized play, and decreased teasing of other children.

Contact: Debbie Nastasi
University of Southern
Mississippi (601) 266-4604

NEW JERSEY

School psychologists have been able to work consultatively with school personnel to provide support and training for teachers, administrators, and others who work with parents. One example of indirect service involves school psychologists consulting with regular education classroom teachers -- who could be source of support for parents during the referral and assessment process-- but are not trained to work with parents and, consequently avoid contact. School psychologists, by consulting with teachers, provide training and support to teachers in working effectively and sensitively with parents. School psychologists also provide extensive support to teachers working with disabled youngsters included in regular classrooms.

Contact: Joan Silverstein, PhD
School Psychology Program
Montclair State University
(908) 232-3137)

OHIO

The school psychologist takes a leadership role in coordinating services with physicians and community mental health centers, social services and juvenile services. Referrals are initiated from community agencies. This school psychologist provides teachers with updates and new ideas for teaching students with disabilities by editing a bulletin for educators, board members and other stakeholders in education.

Contact: Michael Fuller
Washington County Board of Education, (614) 452-4518

OKLAHOMA

The Clyde Howell Center in Edmond Public Schools developed a preschool inservice program for its 16 professional staff members to assist them in working with children who are at-risk and disabled. The program was developed and managed by a school psychologist who secured funding from the schools and private grants. Interagency cooperation has also helped children and families improve readiness for these children. The professional skills included transdisciplinary experience leading to improved assessments and intervention individually tailored for each child. The program remains limited by funds needed to train parents (using Parents-as-Teachers model) to improve this learning from school to home.

Contact: Bina Pinson
School Psychologist
(405) 340-2960

OREGON

School-based decision-making groups occasionally develop personality conflicts between members, organize themselves in cumbersome ways, or otherwise lose sight of their original mission. A school psychologist in Douglas County, Oregon used his knowledge of group processes and organizational development to create a series of presentations on "the change process", "leadership styles", "reaffirming core values", and "principles of effective meetings". Meeting once a quarter with the elementary school's "Site Council" , he helped to improve the effectiveness of this team.

A group of elementary school teachers felt inadequate in dealing with the emotional problems of their students. After consultation with their school psychologist, they volunteered to remain after school for a series of classes on the basic counseling technique called "active listening," which was taught in cooperation with the elementary counselor assigned to the building.

The parent of a student with autism wanted school staff to use the controversial "facilitated "communication" technique. Staff hesitated and found their supervisors antagonistic to the idea. The school psychologist was called in as a neutral third party whose skills in research and design and statistical analysis could be used empirically to assess whether the student's facilitator was generating the messages that appeared. Since the solution was agreeable to both parties, good working relationships between the school and the home were maintained.

Contact: Phil Bowser
School Psychologist
(503) 440-4038

VIRGINIA

In Fairfax County Public Schools, a group of six school psychologists formed on Attention Deficit Hyperactivity Order Task Force. They developed training materials and intervention handbooks for teachers regarding effective strategies and classroom management techniques for children with Attention Deficit Hyperactivity Disorder. To date, workshops have been presented to approximately thirty different schools, to over 2,000 teachers, and to other related groups.

Contact: Sylvia Harrow
School Psychologist
(703) 204-3865

Helping *Develop Family Responsive Schools*

All parents value education. Partnerships among parents, children and schools help ensure the rights of children with disabilities to a free and appropriate education. It is clear that an informed, involved parent who has been active in the development of their child's Individualized Education Program will help their child succeed. School psychologists play an active role in providing information and opportunities for families to become partners in helping their children learn. Helping parents improve their behavior management skills, homework planning, assisting with access to community services and helping schools become family friendly are but a few of the services described in these examples.

ILLINOIS

In Kane County, Illinois, a school psychologist is completing a research review and consultation with the mother of a four year old student. The little girl is of average cognitive development, but has severe motor disabilities. The mother who is a nurse, has asked the psychologist to assist her with finding information about sleep disorders in children with her daughter's disabilities. They hope to work together is helping Mari to learn to sleep through the night in her own room.

Contact: Kathy Pluymert
School Psychologist
(708) 426-5430

IOWA

School psychologists are increasing their contacts with parents. This contact occurs when teachers or families are first aware of a problem. In Marshalltown middle school, Damon Lamb, school psychologist, reported that "right away we have parents in. It's largely a conjoint consultation approach where you have parents, teachers, and the child involved." In early childhood, involvement with the family is often times from the very beginning. It may begin with screening. After the assessment, it continue with the family through home visits.. designed to give parents more personal attention. It involves question and answer time, time to model play and positive interactions, and a time for progress check These services are dictated by the needs expressed by families. Parents have a significant role as team members in working toward a solution to their child's problems.

Contact: Howard C. Jensen
School Psychologist
Area Education Agency #6
(515) 574-5400

MINNESOTA

The goal of the United Way of Minneapolis Area Learning Readiness Initiative has been to help children and youth be ready for learning every day by improving the accessibility and coordination of human services programs needed by many children and their families, and linking the programs directly with the schools. Goals have included: improving school success, reducing time school personnel spend addressing students' nonacademic needs; improving and sustaining collaboration between schools and human services; and improving the accessibility and ease of use of existing services for children. Eleven two year projects, serve over 2,000 children prekindergarten through age fourteen, and their families.

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Contact: Sally Baas, MSE, NCSP
School Psychologist
(613) 4322-5877

The Schools and Families Together (SAF-T) Project is in its first year of a five-year plan and focuses on providing school psychologist-in-training and family-school partners with the knowledge and means to build more effective home-school partnerships to enhance the school success of students with disabilities. School psychology students are working with family-school partners to directly teach parents how to help their children be more successful in the curriculum across grades K-8.

"The SAF-T has been great. Without help from you [school psychologists in training, parent paraprofessionals] we would not have been able to connect successfully with our parents. These activities have been extremely helpful in establishing connections to our parents - especially the difficult-to-reach parents and parents of children with special needs." - Laverne Hadby, Family-School Liaison

Contact: Judy Brown, PhD
Bryn Mawr Primary School
(612) 627-7180

In Stillwater, Minnesota, for the past three years, a school psychologist has collaborated with a community mental health professional to facilitate several 6 to 8 week training sessions for parents with difficult to manage children with learning disabilities and mental retardation. The training has been provided at no cost to the parents, including a homemade dinner and funding for in-home babysitting each session.

Contact: Paula Laidig
School Psychologist
(612) 351-8716

MICHIGAN

School psychologists in Hazel Park Community Schools implemented an effective system for including families in the assessment of their children's needs through a family oriented interview approach and assessment of family resources and stressors. The process reduced the time spent on traditional tests. The process included five steps in identifying the problems, strengths and strategies for dealing with the problem of behavior. The family is given help in finding community supports and services breaking down barriers to service and identifying financial and other family functional needs. Parenting stress and lack of community supports are too frequently overlooked as barriers to adjustment for children with serious and emotional behavior disorder. When these barriers are identified and reduced, these children learn and behave more appropriately.

Contact: Mark Anderson
School Psychologist
Hazel Park (810) 544-5222

NEW JERSEY

School Psychologists work directly with parents and help increase understanding, reduce isolation, and provide support and coordination of services. School psychologists have been able to make substantial differences in the lives of parents and children during the special education process. For example, one parent participant in the research project described the school psychologist in his son's school: "She really and truly made you feel like she cared and she was

there for your kid and she knew what she was doing. She was bright competent, efficient, knowledgeable, and she didn't disappear after the first diagnosis. She was there for all the IEP meetings. She would call us on the phone. She'd say things like, 'I wouldn't try that. I might try that..' She would talk to the teachers without us asking her to. Because all the teachers are always telling us, 'he's doing fine' and give us all the things you want to hear. Even before we moved to this district, she said 'Bring him up and I'll check him out for you.' That was pretty cool. He wasn't going to the school system yet, but she was going to deliver a service as a professional psychologist, and not solely as an agent of the school."

Contact: Joan Silverstein, PhD
School Psychology Program
Montclair State University
(908)-232-3137

NEW YORK

The Home-School Partners work collaboratively with school personnel to facilitate and establish communications between the school and the home, between the school and the community, among service staff in the building. The project involved designing a formal procedure to foster home-school collaboration to respond to children's behavior problems. Students were referred by parents or teachers to participate on the basis of the following criteria: delays in reading; general academic difficulties (e.g. been retained or placed into a transitional year program); behavioral problems (e.g., consistently being disruptive in class); social and emotional difficulties (e.g., does not interact well with other children); and absenteeism.

A home-visitor visits the homes, talks to the parents about their children and the school activities and helps arrange parent-teacher conferences. Pupil Service teams (school nurse, school counselor, and program staffer) are assigned to a group of students. They meet once a week to monitor progress and setbacks. The positive outcomes included a reduction in special education referral, increased attendance and improved teacher and parental perceptions.

Contact: Dorcas Thomas
Teacher on Special Assignment
Niagara Falls School District
607 Walnut Avenue
Niagara Falls, NY 14301

OHIO

Akron, Ohio, school psychologists work with multiple agencies to assist children with disabilities in an economically stressed area. The Decker Center is a cooperative multi-agency program serving 300 families and children with disabilities and those-at-risk. It includes the Barbeton City Schools, the University of Akron and the Children's Hospital Medical Center of Akron as well as 13 other agencies. School psychologists works with others to assure that children with disabilities gain from special education and that families support those gains in learning. Positive outcomes from this program include: 100% immunization rate, compared to 50% in Ohio; up-to-date on screenings for learning disabilities, chronic childhood diseases, and speech, hearing and language problems;
42% of families improved in personal/ family functioning; 48% of families improved in self-sufficiency functioning; 25% of families improved in educational functioning; and in literacy program 33% reached GED equivalent performance in math and 15% in English.

"The determination to make collaboration work comes from the amount of progress you see in a relatively short periods of time ... we're constantly bringing ourselves back to why we're here, which is a focus on what's in the best interests for children." - Mary Frances Ahern, Director of the Decker Center

Contact: Mary Frances Ahern, LISW
(216) 848-4264

UTAH

The school psychologist brought together resources in the community to address the social, cultural and economic needs of students with disabilities by developing an interagency community council which includes 40 agencies including government, the PTA, Red Cross, Latino Council, mental health, and others who meet monthly to effectively problem solve. School psychologists invited two other school districts to join the council. This project resulted in a better use of grants to identify infants in need of support, increasing early preventive intervention. One of the their projects was chosen to be a "Born to Read" project - one of three in the nation. This same group of Utah school psychologists established a K-3 "at-risk" program which partnered with community mental health to provide quick response to children falling behind in learning and behavior appropriate for school. School psychologists helped parents by supporting the implementation of a Parent Resource Center for parents to come and learn beyond the usual IEP meeting. Parents are helped to manage ADD/ADHD issues and deaf/hard of hearing disabilities. Once 96% of the parents using the center were from the low-income range, unable to seek out private help for their support. The parent program uses parents to make its agenda and helps parents find needed services. Children get needed medication and proper learning aides as well as videos for assistance in teaching sign language. Children labeled "retarded" have made significant progress through supportive counseling and effective study skill planning with their teachers and parents. One such child is now employed and married and attending a community college in preparation for a degree in child development.

Contact: Kay Jacobsen
School Psychologist
Provo School District
(801) 379-6655

An intern school psychologist in the Salt Lake City School District conducted conjoint behavioral consultation sessions with parents and teachers of one second grade and two third grade boys with Attention Deficit Hyperactivity Disorder (ADHD). The purpose of the consultation was to deliver behavioral treatment to help remediate social skills difficulties experienced by the boys. A second purpose was to enhance the home school partnership.

Contact: Denise Colton
School Psychologist
(801) 578-8211

Helping *Discipline Students*

School safety is a priority issue for all students, teachers, schools and communities. It is also a priority for school psychologists as the school experts in behavior and classroom management, school climate and discipline. Research has shown that children who are taught to think before they act will behave more responsibly. These students will spend more time-on-task and, therefore, will learn more. In a disciplined environment, teachers will have more time to teach and administrators will spend less time dealing with discipline referrals, suspensions and negative parent contacts. Effective discipline programs must affect all children, including special education needs.

Students with disabilities, who often are frail are more likely to be victims than non-disabled students. School psychologists and other professionals must make greater efforts to reduce bullying and increase discipline if these more vulnerable students are to meet at their potential. Some students with disabilities are also impulsive and undisciplined as are some their non-disabled counterparts. These students frequently need direct services of professionals trained in changing behavior.

The teachers of children whose disabilities cause them to be impulsive and disruptive also need support and training in order to assist these children in controlling their behavior. Many of these teachers find the techniques they learn to help these children with impulse problems are also effective for non-disabled children.

Florida's Department of Education provides an example of how school professionals, working together in teams, can change the behavior of children to reduce fighting and classroom disruption in all classrooms. When schools provide school psychological services discipline referrals diminish as much as 60% in two years and the solutions last over time when parents are involved and trained. Suspension rates decreased from 65 students to 19 students. Numbers of fights decreased from 215 per year to 65 (see Project Achieve for more details).

CALIFORNIA

School safety and discipline are improved by several programs being implemented in California. For example, the Peacemakers Program in Los Angeles teaches all children, including those in special education to solve problems without fighting and disrupting learning. At the 75th Street School fighting incidents has decreased from around 15 a day to less than three per day. Serious fights are "very rare" since the schoolwide training coordinated by the school counselor and school psychologist. Peacemakers are awarded recognition for their actions in avoiding and stopping fights. Chronic problems in school are addressed with more intensive intervention.

Contact: Evelyn W. Eccles
School Psychologist
(213) 752-0193

CONNECTICUT

School psychologists in Trumbull, Connecticut, work with teachers to help them deal with the increasing number of children with special needs included in their classrooms. Communicating factual information about children's specific needs and effective ways of teaching them is only part of this intervention. Facilitating communication between teachers and parents often helps avoid adversarial situation in which a child may be caught in the middle. One example is a recent case where the teachers were angry and frustrated by an obviously bright and capable boy who was unable to control his behavior in and out of the classroom. Through observations and meetings with the parents and teachers, the school psychologist was able to calm both sides down and help the mother to deal with long standing difficulties with the boy. She took him to the doctor, who diagnosed Attention Deficit Disorder and placed him on medication. This, along with a behavior plan, made a significant difference both in his behavior and in his teacher's response to him.

Contact: Marlene Cavagnuolo
Stratford Pupil Services
(203) 385-4225

A high school student the school psychologist first became involved with when he was a sophomore had been suspended from school and placed on a part-time tutoring because of violent behavior. Through intensive counseling with the student and advocacy with the teachers, he gained control of his behavior, culminating in his graduation from high school after five years and going on to college. Without support services, this boy would at best have joined the ranks of the unemployed, and may well have ended up in prison.

Contact: Marlene Cavagnuolo
Stratford Pupil Services
(203) 385-4225

In Danbury, Connecticut, school psychologists work with students, teacher, and parents in order to facilitate students' receptivity to learning and maximize the teaching time. School psychologists have provided counseling to one student who was about to be disciplined for disrupting the class. He has an attention deficit hyperactivity disorder, learning disability, and is trying to cope with the death of his father. Before counseling was initiated, he disrupted class discussions frequently, upset other children by talking about conversations he was having with his deceased grandparents, and spent less than 25% of his time on task. After three weeks of counseling, he stopped disrupting the class and spent 90% of his time instead attending to task.

Contact: Susan Mallory
School Psychologist
Danbury Public Schools
(203) 797-472

FLORIDA

Project ACHIEVE has been implemented in over 18 schools in Polk and Hillsborough County, Florida, and Montgomery, Alabama and elsewhere. It is a schoolwide program involving regular and special education teachers, paraprofessionals, school psychologists, school counselors, administrators, parents, and other school personnel including bus drivers, maintenance, cafeteria, and office personnel, and community agencies. This project was developed to respond to the needs of school personnel and parents. The project integrates school, home, and community resources to address the social, academic, and behavioral needs of at-risk and special education students, their families, and teachers (and other educational staff) who interact with them. The focus of the project is a building-wide training and implementation process that supports the development of new skills in teachers, school personnel, and parents, skills that are more responsive to the needs of today's students than the skills traditionally used in schools. The service delivery model is collaborative, multidisciplinary, and involves parents as equal partners in problem solving.

Project ACHIEVE has six primary goals: enhance problem-solving skills of teachers; improve classroom management skills of teachers and classroom behavior of at-risk students; improve the school's comprehensive services so that students with below-average academic performance can be served, as much as possible, in the regular classroom setting;
increase the academic and social progress of students through enhanced parent involvement;
validate Project ACHIEVE and develop a demonstration training site in its expansion;
and create a school climate in which every teacher and staff member believes that everyone is responsible for every student in the building.

Specific results from one school in Florida: discipline referrals for disobedient behavior decreased by 86%, fighting by 72%, and disruptive behavior by 88%; suspension rate decreased from 13% of the student population to 3%; referrals to special education testing decreased 71% while consultations for implementation of effective academic and behavior interventions increased; placements in special education classrooms decreased by 91%; the assessment process became more cost- and time-efficient; and grade retention of students decreased from an average of 61 students per year, during the two years before Project ACHIEVE, to 1 student during the two years after Project ACHIEVE. There have been similar results at the other schools.

When parents are trained along with teachers - 100% of the parents and 83% of the teachers reported a significant decrease in the number and intensity of behavior problems in children identified as having "disruptive behavior problems." 91% of the parents trained agreed they had better control of their children and 82% reported a better relationship with their children.

Contract: Drs. Howard M. Knoff and
George M. Batsche
University of South Florida
(813) 974-3246

ILLINOIS

The Behaviors Disorder (BD) team at Downers Grove North High School has created programs to address the needs of behavior disordered students. The Counseling Group meets weekly in the classroom to give students a chance to talk about their problems and work on strategies and solutions. The Alternative Intervention program is to separate students from their peers and offer an alternative learning environment to out of school suspension. Students are expected to perform academic tasks, attend to their personal needs, and eat lunch within the assigned room. Students also participate in a specially developed social skills curriculum. In its three year history, the BD team has established a truancy intervention program that has been 100% effective; improved class attendance by 90%; and increased students grade point average by 1.42; and decreased discipline referrals by 64%.

Contact: James Lund, NSCP
School Psychologist
(708) 852-0400

Help Every Learner Prosper (H.E.L.P.) in the Quincy Public Schools, Quincy, uses school psychologists, social workers, and all certified and classified staff to promote the health, safety, academic, social, and emotional needs of the students. It is a system for within building multidisciplinary teams whose focus is meeting the needs of troubled students through a proactive effort to identify, assess, and assist them. The individuals in the group work together as equals and use a group problem solving process. Each school develops a flow chart to aid them in the procedure that they will follow.

The functions of the H.E.L.P. process are to: identify, assess, and assist troubled students: design and implement individual interventions that will help students be more successful in their regular classroom placement; provide more options prior to the special education process to increasing numbers of students experiencing difficulty; provides valuable information to school program improvement; support school personnel serving high risk students; and create links between schools and community agencies. The program reduced formal referrals by 40%, helped in school inclusion and improved collaboration.

Contact: John Venegoni, Coordinator
Psychological and Social Work Services
(217) 223-8700

IOWA

In Wapello County, Iowa, a school psychologist, working with five elementary school students diagnosed with attention deficit hyperactivity disorder and oppositional defiant disorder, helped them learn how to reduce impulsive acting out and name calling in the classroom by 75%. The children were taught to recognize that they don't have to become upset and act out every time someone says something they don't like. Reward systems were put into place and teachers were trained in how to reduce their need to lecture and punish for misbehavior, and instead how to act in such a way as to reduce confrontation. Classroom expectations and assignments were also modified to meet student capabilities.

Contacts: Harvey A. Disenhouse, PhD
(515) 682-8591
Jeff Hendred, Principal
Douma Elementary School
(515) 684-4668

Students with Behavioral Disorders (BD) often demonstrate difficulty exhibiting appropriate social skills. Over the last five years, a school psychologist has offered social skills instruction to small groups of elementary students identified as behavior disordered. Weekly topics are coordinated through the students' teachers; presentation of the skills is through games and role playing. A reward system is in place to increase the incidence of demonstrating the target skill in the small group as well as in the school setting. Regular education students participate in some social skill topics as positive role models and in hopes to increase the interaction between special education and regular education students. There instructional groups build rapport among the BD students, the school psychologist, the teachers, and role model regular education students. Behavior disordered students learn positive skills, are able to practice these skills, in a "safe" environment, and improve the quality of their interactions within the communities they reside.

Contact: Jil Gustafson
School Psychologist
Arrow Head Area Education
Agency (515) 574-5411
Sherry Collins
2.4 BD Teacher
(515) 574-5623

KANSAS

In seven school districts of Emporia, Kansas, school psychologists, school counselors, and behavior disorders teachers worked together to establish the Flint Hills Special Education Cooperative. The school psychologists are directed to provide social skills training to students identified as behaviorally disordered. Aggression Replacement Training materials were used along with group therapy techniques. A counselor is now used as a co-therapist. There is coordination with the local mental health center. Referrals for the program come from teachers, counselors, parents, or administrators. Students need verbal agreement from their family to participate. This allows related service professionals dealing with students with behavior problems to provide more effective services by combining instruction with hands-on experience and parental support.

Contact: Gay Younkin
School Psychologist
(316) 341-2325

MASSACHUSETTS

José was referred for special education due to learning and discipline/behavior problems. The school psychologist reviewed the case and consulted with teachers to devise a plan, including a plan to address José's discipline problem of leaving the classroom. Interventions included José and his family obtaining treatment at a counseling agency, placing him in special education for 60% and mainstreaming for the rest of the time. When José was suspended from woodwork class because of the danger to himself and others, the school psychologist was able to find peer tutors to work with him during that period on his first grade reading. He had just developed new reading skills in his special education class in which he took great pride. A new evaluation enabled teachers to understand better what was José's learning problem and what were bilingual problems. The school psychologist consulted with his teacher when his behavior became more negative and active to help change the timing and the dose of his medication for hyperactivity. They also devised a plan whereby he received

two grades at the end of each period, one for work attempted and for conduct, and one for quality of work completed.

"I just wanted to let you [school psychologist] know that José is doing so well with me! Thanks for your help." - Lynda Mackerigan, teacher.

Contact: Joan Riley Walton
School Psychologist
(508) 295-5027

MINNESOTA

The University of Minnesota and Minneapolis School District created the Partnership for School Success Project to help students stay in school. The innovative services of a monitoring and school engagement dropout prevention procedure - the Check and Connect system - have helped youth with learning and emotional/behavioral disabilities at high risk for dropping out be more successful in school. Seventy percent of the students with disabilities who participated were on track to graduate in four years contrasted with 36% of similar youth in a comparison group. In 9th grade, 72% of students with disabilities who participated had persisted in school contrasted with 48% of similar youth in a comparison group. A group of the Check and Connect System provides direct collaboration with families. Among several outreach efforts, parents were taught a five-step problem solving-strategy to help reinforce at home what the adolescents with special needs were learning in school.

"Being involved in these parent meetings has prevented my child from dropping out of school." - parent of adolescent with emotional/behavioral disability

Contact: David Evelo
Minneapolis Public Schools,
(612) 626-1724
Sandra Christenson, PhD
University of Minnesota
(612) 624-4156

This past year, a school psychologist in Wabasso School in Minnesota has spent 8 days training over 200 teachers, administrators, and non-certified school staff how to deal with violent behavior in a nonviolent therapeutic manner. Violent behavior within this small schools is still an exception, but it is on the increase. The school psychologist is called upon as a resource for information or leadership on a number of issues that effect children and their families. These include crisis intervention training, attention deficit disorder, and inclusion techniques, inhalant abuse and child development issues.

Contact: Ervin Marquardt
School Psychologist
(507) 342-5641

MISSOURI

A seventeen year old male student, suspected of having a behavior disorder, made inappropriate sexual remarks to a female student. School psychologists consulted with school staff. A committee of staff met and determined that this behavior was related to the student's suspected disability. Recommended consequences and interventions included individual social skills training and counseling for student and ten days at the district's Alternative Discipline Center (ADC). The ADC is a general education program for suspended students that

features individual academic support in students' courses/school work, decision-making and problem solving/conflict resolution strategies, and other interventions designed to reduce further behavioral problems and conformity with school and district rules. No further instances of sexually inappropriate behavior have been reported since this intervention.

A first grade male student who had been diagnosed as both learning disabled and behaviorally disordered and who was receiving resource special education services physically assaulted a female peer. A school psychologist was involved with the IEP process to assist in determining whether the behavior was related to the disability or not. The behavior was found to be related to his behavior disorder. Rather than change the student's placement, social skills training by the school psychologist for the student, his general education and special education teachers, the general education class and the school's guidance counselor was expanded. The student has nearly completed the current school year with a relatively high level of success.

A third grade male student suspected of having a behavior disorder and a learning disability (and with a private diagnosis of ADHD) hit another student. The school psychologist provided consultation to the general education teacher to modify the existing behavior management system. The teacher instituted a student self-management/charting system with the student where rewards are provided for improved behavior on an intermittent basis. The school psychologist consulted with school counselor to provide individualized social skills training for the student that addressed the student's ability to more effectively deal with frustration. No further suspensions have been reported since the interventions.

A fifth grade female student with a learning disability who was receiving special education services reportedly sexually assaulted a female peer. The school psychologist attended the IEP meeting where "relatedness" was to be determined. During the course of the IEP meeting, the possibility of this student having been sexually abused was raised along with discussions about the student's behavioral difficulties prior to receiving special education services and possible significant emotional issues. The school psychologist played a major role in these discussions and the decision to further evaluate the student's emotional status and possible behavior disorder. The student changed school assignments during the summer after the incident and the evaluation. The school psychologist worked directly with the staff at the new elementary school while ensuring that the safety/welfare of other students was protected, the student was accepted and provided with appropriate interventions. No further incidents have been reported since changing schools.

A third grade male student displaying significant oppositional and disruptive behavior and who will soon be evaluated for special education services was charged with behavioral infraction, normally one that warrants suspension, for a variety of misbehavior. The school psychologist communicated with the student's private counselor ways of better managing the student's behavior. A behavioral "charting" system, to be implemented by the classroom teacher, was put into place, along with assistance being provided directly to the teacher to help improve behavior and self-esteem. The school psychologist is currently providing social skills training to the student's entire class.

School psychologists spent a great deal of time this past year training over fifty educators to teach social skills to their students. The social skill training took place primarily in one elementary school (Sorrento Springs Elementary). This building's principal, John Morris, views the social skills training as being highly beneficial for both students and staff. He perceives that more time is being focused upon instruction and less time upon

behavior as a result of the social skills training. Because of the success at Sorrento Springs, other principals have asked their staff to be trained in the social skills paradigm.

Contact: Randy King
School Psychologist
Parkway School District
(314) 576-8509

NEW YORK

In the Geneva School District, the Paraprofessional in the Classroom (PIC) made specially trained paraprofessional aides available to assist needy students who possess academic behavioral, and/or social difficulties within the regular classroom. PIC is designed to prevent special education placements and decrease in the number of minority students placed in special education. Associates are trained in reading and mathematics, as well as behavior management techniques and are assigned approximately five students each. The associate assesses the student's situation and creates goals and objectives before creating intervention strategies. The school psychologist both trains and provides continual supervision of the paraprofessional associates working with the student.

Contact: Joseph DeMeis
School Psychologist
Geneva City School District
(315) 781-4131

OREGON

In Roseburg School District, a school psychologist helped to manage disruptive behaviors in the classroom came down to reminding students of their actions and how they affected others. For many students who interrupted instruction, all that was necessary for changing behaviors was a gentle reminder of the rules and attention to their action by whispering in their ear. As the school psychologist worked the room in this way, the teacher was free to continue with instruction. For other students, building a bond was necessary to instill the will to perform within the rules and guidelines of the group. Most of the students who engaged in disruptions desired appropriate behaviors but had gotten off track not knowing how to get back on again. Having this direct attention from another person in the classroom allowed them to learn new acceptable behaviors.

Contact: Virginia Harris
School Psychologist
(503) 440-4038

An elementary school in Roseburg School District was faced with a large number of students who presented serious behavioral problems. When the staff tried to decide what to do next, they became overwhelmed with the enormity of the problem. They called upon their school psychologist to lead the staff in a series of strategic planning meetings that helped them focus on the main concern, brainstorm and evaluate options, and eventually implement a successful action plan. An Oregon school board set up an ad hoc committee to study discipline issues and appointed a school psychologist to the committee so they would have someone who could dig up, analyze, and summarize the scientific facts.

"Very often, school psychologists know the answers to questions raised by teachers and parents. But if we don't, we know the research base and information sources well enough to be able to find the answer quickly." - Mary Henning Stout, School Psychology Program, Lewis and Clark College

Contact: Phil Bowser
School Psychologist
(503) 440-4038

PENNSYLVANIA

School psychologists are called upon to intervene on many levels during crises. In Philadelphia, following an attack on a high school teacher by an intruder, a team of school psychologists were quickly detailed to the building to minimize the chances of possible long-lasting and debilitating reactions to the crisis. The faculty and the students were given group and individual forums by the psychologists for dealing with their anger and frustrations. The team of school psychologists also provided "postvention" services by assisting staff and other safety agencies in developing a series of planned steps to minimize the chances of other attacks on teachers by intruders. This planning also assisted in helping prevent confrontation between students and teachers.

Contact: Kenneth Hopkins
School Pscyhologist
(215) 351-7254

Ongoing student mediation and crisis intervention conducted by a school psychologist to resolve differences and conflicts between Muslim and non-Muslim students has had a positive effect in a high school in Philadelphia. Working with over 20 students (including some with disabilities), staff, and community members, the school psychologists reduces a number of physical and verbal incidents between the groups by conducting sensitivity sessions, establishing open lines of communication with group leaders, and developing fair procedures for dealing with disputants. Building administrators show their support of this effort by requesting that the psychologist continue his intervention plan.

Contact: Vernard Trent
School Psychologist
(215) 299-7812

In a Philadelphia school, group counseling was conducted by a school psychologist for students with disabilities. The counseling enabled the participants to work effectively with each other and to appropriately express themselves. Techniques such as Interpersonal Cognitive Problem Solving were used with these primary level students to expand their awareness of self and others. Individual performances were expanded to small competitive interactions. Teachers were included in the counseling sessions throughout the school week and they used the psychologist as a model. Benefits of the program were recorded in satisfaction surveys.

Contact: Holly Cohen
School Psychologist
(215) 351-7110

UTAH

In Salt Lake City, a school psychologist works with a dozen district preschool special education classes and several Head Start centers. This population of over 500 educationally at-risk children, three to five years of age, include both developmentally disabled and non-disabled students. The school psychologist provides services to all students through the behavioral consultation model. Children experiencing behavior and adjustment problems are served indirectly through problem solving conferences conducted by the school psychologist with parents and teachers. Thus, throughout the school year,

preschoolers' parents and teachers learned and practiced problem solving designed to enhance their existing skill levels. Adults having the most contact with children were supported in dealing with the preschoolers at hand and also to apply their new skills to siblings or other students. Adult behavioral outcomes included enhanced parent-teacher communication and cooperative efforts, early intervention for significant behavior problems, and increased behavior management skills were gained by adults. Students demonstrated increases in behavior and academic adjustment in both home and school settings.

Contact: Charles Ashcraft
School Psychologist
(801) 578-8210

Inclusion of behaviorally disordered students can be particularly difficult. Many schools do not want unruly students to be returned. For five years, a generalization program has been operating in Utah in which students are systematically prepared to return to regular education. The generalization process starts after the negative behaviors have been reduced and substantial progress have been made in academic and social skills. Teachers' expectations are assessed and students are taught "Teacher Pleasers" and self-management skills. The student's progress is monitored by a teacher or school psychologist who are slowly phased out. This program has been highly successful. School psychologists are critical in this process as advocates, consultants, and direct interventionists.

Contact: William Jensen, PhD
1171 1st Avenue
Salt Lake City, Utah 84103

WEST VIRGINIA

A school psychologist in rural West Virginia works with a total of 30-45 students at two elementary school. Many of these students participate in the Social Skills Training program and have mastered impulse control, decision making, organizational, friendship, and anger control strategies. In any given week teachers have rated that 68% to 94% of these students have demonstrated their target skill in the classroom. Teachers are trained and participate in the program and have cited classroom management advantages for them and a variety of advantages for the students. Positive results for students have occurred in classroom behavior, self-esteem, relations with peers and adults, and academic achievement. Training has also been given in the regular classroom. This provides advantages for entire classroom of students. A.I. Boreman Elementary school is requesting that a developmental social skills program be created and initiated in K-5 next year.

Contact: Barbara Thomaselli
School Psychologist
Tyler County Schools
(304) 758-2145

WYOMING

School psychologists in Wyoming are assisting with the development, implementation and evaluation of a new way to address the needs of elementary school students with emo-

tional and behavioral disorders (EBD) without removing them from a regular classroom setting. The new program referred to as the Combined Classroom Model (CCM) had been piloted at McKinley Elementary in Caspar, Wyoming for the past two years. Approximately 32 fourth and fifth grade students are being educated in the combined classroom (CC). Four of the students are formally classified as EBD (ie., they meet the current federal definition of emotionally disturbed) and would have been placed in a self-contained special education classroom if it were not for CC. Up to eight students in the CC may have learning disabilities. The CC is staffed by a general education teacher, a resource teacher, and two teaching assistants, all of whom have received special training in behavior management and social skills instruction. The CCM is very cost effective in that McKinley Elementary did not increase the number of certified resource teachers as a result of the CC.

Research tells us that improved outcomes for elementary students with EBD realistically translates into an increase in productivity and a decrease in personal suffering, crime, victimization, and the tax burden. One of the unique features of the CCM is the well adjusted elementary school children are given the opportunity to play an important role in helping their classmates with EBD acquire the skills necessary to have improved late outcomes. Specifically, the well adjusted students have the opportunity to establish relationships with students with EBD and to naturally model and reinforce prosocial skills and appropriate behavior. This is quite the opposite of what often occurs in the self-contained special education classrooms for students with EBD. All of this occurs in a classroom setting where special emphasis is placed upon assuring that all students feel accepted, valued and physically safe. All the parents of students without disabilities from the first year opted to place their child in the CCM for the second year.

Contact: Michael Flicek, EdD, NCSP
School Psychologist
Naroma County School District
(307) 577-0253